

AN ANALYSIS OF INTEGRATED LEARNING MODEL ON STUDENTS' SPEAKING SKILL IN LEARNING ENGLISH

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Abstract: This research aims to analyze the integrated learning model for students' speaking skills in English learning for tenth graders of TKJ (*Teknik Komputer dan Jaringan*). This research uses a qualitative approach with a phenomenological study method to explore students' and teachers' information after applying the model. Phenomenological studies helped the researcher to convey a deep understanding of students' experiences while using the integrated learning model. Data were obtained through classroom observation and in-depth interviews with teacher and 20 students. The results showed that the integrated learning model is suitable to use as a learning model because the integrated learning model makes it easier for students to understand the material besides that this learning model is also interesting. The factors that influence students' speaking skills with the use of this model are able to increase learning motivation, active involvement of students in the learning process, and students are able to speak English properly and correctly. In addition, this model also contributes to improving important aspects of speaking skills such as fluency, comprehension, vocabulary, pronunciation and confidence. However, the challenges faced by teachers in implementing this model include limited resources, teaching materials, technology, and supporting facilities and infrastructure in schools. Therefore, training for teachers is needed so that the implementation of integrated learning models can run optimally.

Keywords: *integrated learning model, speaking skill, learning English.*

INTRODUCTION

Learning English reflects a pressing need in today's world of education. As the world becomes increasingly connected, English has emerged as an important global language, essential for communication in a variety of contexts, ranging from academia to business. Gronwald in Hidayat (2024) stated that in today's linked world, being able to communicate effectively in English is essential for involvement in international projects, access to global knowledge resources, and transnational collaboration. Therefore, improving students' English proficiency is of paramount importance. Sogimin & Wiwoho (2023) argues that learning English requires mastering four fundamental abilities: speaking, listening, writing, and reading. In educational settings, particularly in language programs, these four abilities are integrated into the academic syllabus as distinct subjects.

Speaking is one of fundamental abilities in learning English. Speaking involves the act of sharing, expressing, relaying, or replying with information to other individuals (Zega & Hulu, 2022). Supported by Nurdin (2021) speaking is an action used by individuals to convey messages to others. It has integrated into our everyday routine. When a person converses, they engage and utilize language to convey their feelings, thoughts, and ideas. Moreover, speaking allows people to exchange information with one another. In certain scenarios, speaking serves as a means to provide guidance or accomplish tasks. In conclusion, speaking is the process of sharing, expressing, conveying, replying the message or information to others.

Nonetheless, there is a significant gap between the objectives outlined in the *Kurikulum 2013* and the English syllabus used by tenth graders of TKJ (*Teknik Komputer dan Jaringan*) at SMK Negeri 1 Alasa. It emphasizes that students must be able to develop the ability to speak effectively in various English properly and correctly, and students must be able to master vocabulary in English so that there is a stimulus between teachers and students in the learning process.

Based on the results of the researcher's observation in the field conducted at SMK Negeri 1 Alasa, many students do not feel confident when speaking in front of the class because they are afraid of making mistakes so that they get a bad response from friends, students are unable to translate words in English due to lack of vocabulary, and students are unable to pronounce words in English correctly because English is not a local language that students often use. So that makes students unable to speak English properly and correctly.

There are many techniques, method or model can be done by students to develop their ability in speaking. The teacher has to think about how to make students easier to understand and enjoy the material especially in speaking English in the class. However this research want to find another way to develop the students' speaking skill namely with integrated learning model.

One model that can foster understanding in English is integrated learning models. These models incorporate various educational strategies, such as speaking, reading, listening, and writing. According to Atta-Alla in Umami Kalsum et al., (2023), integrated learning model creates authentic learning environments where speaking, listening, reading, and writing are developed simultaneously for real audiences and purposes. This approach encourages learners to use the language in meaningful contexts, rather than practicing each skill in isolation. Integrated learning model entails creating authentic learning environments where speaking, listening, reading, and writing may all be developed for actual audiences and goals. To enhance learners' abilities in communication and their proficiency in utilizing

English for social, career, educational, or professional avenues, integrated learning model combines the four essential language skills: speaking, listening, reading, and writing (Pardede;2020). Building upon these findings, the current research aims to analyze how the integrated learning model specifically affects students' speaking skills in learning English. While previous studies broadly discuss the advantages of skill integration, this research provides a more focused investigation into speaking as the main skill being developed. It explores how the interaction of listening, reading, and writing within an integrated model directly contributes to enhancing students' speaking performance in the classroom.

By reflecting on the situation of the previous problems, the researcher formulated the problems namely:

1. Is the integrated learning model suitable for use as a learning model at SMK Negeri 1 Alasa?
2. What are the factors that influence students' speaking skill by using integrated learning model?
3. What are the aspects of speaking obtained by students using integrated learning model?

Based on explanation above, the researcher interest to analysis the integrated learning model on students' speaking skill in learning English.

RESEARCH METHODOLOGY

In this research, the researchers used qualitative method with phenomenological studies. According to Oranga & Matere (2023), qualitative research focuses on detailing and clarifying connections, personal experiences, and societal standards. The primary goal of qualitative research is to investigate and offer an in-depth, thorough, and detailed portrayal of phenomena by using non-numeric information. To get more detailed information or data, researchers used phenomenological studies as an approach to explore information from students and teachers after applying the model.

To get more detailed information or data, researchers used phenomenological studies as an approach to explore information from students and teachers after applying the model. The phenomenological approach has been used to understand the views of stakeholders by having them share their experiences (Hossain et al., 2024). Similarly, Creswell in Çevik et al., (2022) argue that characterized this approach as "explaining the significance of shared experiences or phenomena for multiple individuals." Therefore, the phenomenological design helped the researcher to convey a deep understanding of students' experiences while using the integrated learning model. The researcher chose a phenomenological approach to collect and explore students' shared experiences in English language learning.

Setting and Schedule of the Research

This research has been conducted at SMK Negeri 1 Alasa in Anaoma village, Alasa sub-district, North Nias district. This research was conducted in March- April 2025 at SMK Negeri 1 Alasa. The time allocation of the research from March 10th 2025 until April 12th 2025.

Source of Data

Researcher used various types of research data as mentioned by Lilis in Hanivah & Andika (2023), data can be divided into two categories, namely:

a. Primary Data

In this research, primary data consists of information collected through classroom observations and interviews conducted with teachers and students regarding the integrated learning model on students' speaking ability during English language teaching. The data has been taken from tenth grade of *TKJ* at SMK Negeri 1 Alasa with 20 students. Not only students, researcher also take data from teacher at SMK Negeri 1 Alasa who taught English subjects in the tenth grade of *TKJ* at SMK Negeri 1 Alasa as many as 1 person at the school with interviews.

b. Secondary Data

Secondary data refers to information obtained from alternative sources (Lilis in Hanivah & Andika;2023). In this study, secondary data included information sourced from publications, scientific articles, theses, and online resources that met the researcher's requirements for conducting data analysis. In addition, internet resources that assisted the researcher in meeting the needs of the data analysis.

Intruments of Data

Based on the research focus, the researcher used three types of instruments in this research, namely:

a. Observation Sheet

The researcher used an observation sheet as an instrument for this research. Observation sheet offer organized guidelines for the examination of subject matter. Using this observation sheet, the researcher engages thoroughly in the educational experience by observing, comparing, analyzing, and interpreting data (Pahome;2024). In this research, the researcher has created an observation form that outlines the stages of the integrated learning model applied in English language education, and the researcher intends to observe, analyze and interpret the information.

b. Interview Sheet

The instruments utilized for this research involve interview sheet particularly those that include open-ended questions in interview sheet. Implementing open-ended questions in qualitative research enables the researcher to gain deeper insights into the issue at hand (Denzin & Lincoln, 2018). For this research, the the questions in the interview sheet were tailored as necessary to address the research's objectives and gather reliable information. There are 10 research questions in Indonesian language for teacher and students that will be used as questions. Where these questions have been designed by researcher so that can solve research problems and can achieve research objectives.

c. Test

In this research, researcher also used a test to measure students' speaking ability after applying the integrated learning model. The test given by the researcher is in the form of a dialog that will be practiced by students in front of the class, so that the researcher can assess the extent of the improvement of students' speaking towards the use of the integrated learning model.

Data Analysis Technique

This research used data analysis technique followed the framework established by Miles et al. (2014). This framework includes three primary stages of data analysis: data reduction, data display, and drawing conclusions. The researcher went through each stage to transform the raw data into in-depth findings about the integrated learning model on students' speaking skills in learning English.

a. Data Reduction

The information collected from the field is overwhelming. Therefore, the data reduction process is very important. Data reduction involves condensing information, identifying key elements, focusing on important aspects, forming categories, and eliminating unnecessary data. The reduced data will provide a clearer picture and help researchers to collect additional information more easily. In this research data reduction was carried out through organizing the collected data into categorizations. Based on the analysis tools, researchers made categories that included lesson planning, lesson implementation, and interviews. This categorization is crucial for the next stage, which involves presenting the data in a way that avoids repeating the coverage of learning aspects.

b. Data Display

Subsequently, data display refers to the manner of organizing and analyzing data while presenting the findings. The researcher arranged the information gathered from the observation and interviews in a logical sequence that aligned with the research objectives to effectively address the research questions. The data was systematically organized based on these questions.

c. Drawing Conclusions

The researchers concludes and confirms the outcomes from every phase of the research, encompassing the background, literature review, methodology, findings, and discussions, which all represent the essence of this investigation. In this part, the researcher presents a conclusion along with a thorough and sufficient clarification of the results and discoveries of the research. Furthermore, the researcher corroborates the research's findings by relating them to other relevant sources or studies.

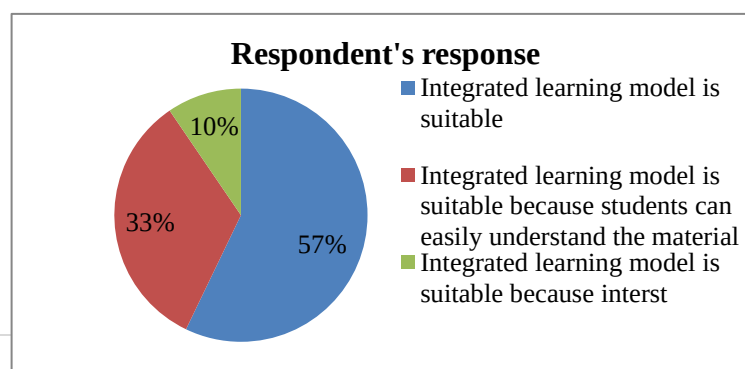
RESULT AND DISCUSSION

Result

In this research, researchers have conducted observation and interviews with English teacher and tenth grade of *TKJ* students at SMK Negeri 1 Alasa. The results are as follows:

1. Integrated Learning Model on Senior High School

The result of the respondents' response can be depicted as a diagram below.



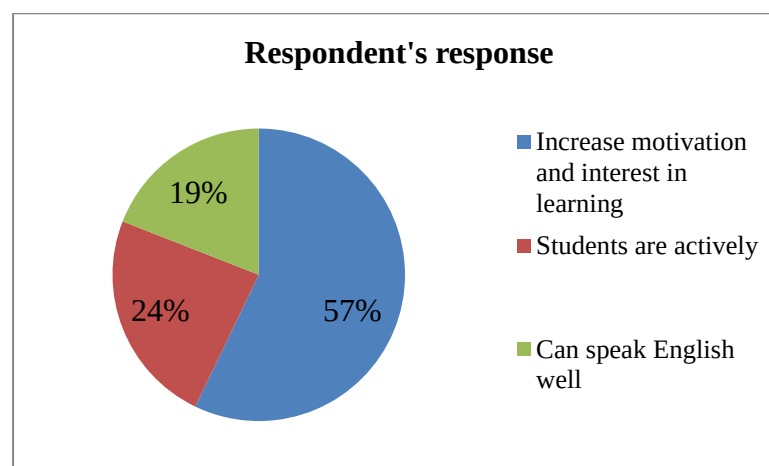
Based on the diagram above, it can be concluded that overall respondents think that the integrated learning model is suitable to be used as a learning model in tenth grader. The integrated learning model is very suitable to be applied in tenth grade, which is proven by its ability to foster a more thorough and interconnected understanding of English. There are 57% of respondents stated that integrated learning model is suitable for tenth grade students, 33% of respondents gave the reason because with this model they can easily understand the material, and 10% of respondents stated that integrated learning model is suitable in learning because this model is interesting.

This model effectively merges various educational strategies, incorporating the essential language skills of speaking, listening, reading, and writing, thereby creating a dynamic and engaging learning environment. By emphasizing the interdependence of these skills, the integrated learning model not only enhances students' language proficiency but also prepares them to utilize English in practical, real-world contexts.

Moreover, the integrated learning model has been shown to positively influence students' confidence and motivation, which are critical factors in language acquisition. This model encourages active participation and provides students with numerous opportunities to practice and apply their language skills, thus reducing the anxiety often associated with speaking English in the classroom. The incorporation of varied activities and materials further accommodates diverse learning styles, ensuring that students are more engaged and motivated throughout the learning process.

2. The factor that influence students' speaking skill by using integrated learning model

The result of the respondents' response can be depicted as a diagram below.



Based on the results of interviews from respondents, there are several factors that influence students' speaking skills by using integrated learning models. The first is that the integrated learning model can increase students' motivation and interest in learning which was conveyed by 57% of respondents. Students' interest in the learning process is an important foundation for successful learning, including in the development of speaking skills.

The integrated learning model often presents subject matter not in separate disciplinary silos, but in a broader context relevant to students' daily lives. This interconnectedness helps students see the relevance of what they are learning, thus sparking curiosity and intrinsic motivation to explore the material further.

The learning motivation generated by this integrated model directly contributes to the improvement of students' speaking ability. When students feel interested and motivated, they tend to be more active in seeking information, asking questions and sharing their thoughts. They no longer feel burdened by the learning process, but rather see it as an opportunity for exploration and discovery. The positive and fun learning environment, often created by the integrated approach, reduces students' fear of making mistakes when speaking and encourages them to participate more verbally. The variety of teaching methods in this model, such as group discussions, presentations, or role-playing, provides wider opportunities for students to practice speaking skills in different contexts, thus enriching their learning experience and strengthening their oral communication skills.

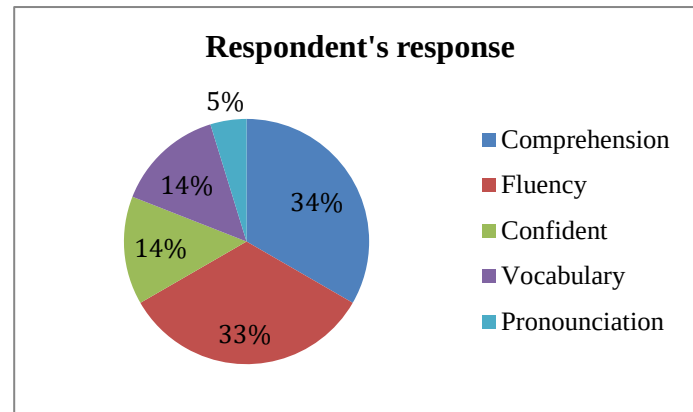
Hands-on activities can make learning more interactive and engaging for different learning styles. When students feel emotionally and intellectually engaged, they are more likely to remember information and apply it, including in the form of oral communication. A sense of enthusiasm for the subject matter will encourage students to interact more actively with peers and teachers, which in turn will increase the frequency and quality of their speaking practice. Thus, the integrated learning model's ability to arouse students' interest and enthusiasm for learning creates a positive cycle that supports the development of speaking skills.

Secondly, integrated learning model makes students actively involved in learning activities; there are 24% of respondents who answered so due to several reasons. Students' active involvement in the learning process is a crucial element in developing various skills, including speaking ability. The integrated learning model is designed to encourage students' active participation through various activities that demand interaction and collaboration. Unlike traditional learning methods that tend to be passive, this model often involves students in problem solving, groups, discussions and presentations that integrate various concepts from different disciplines. This engagement not only enhances students' understanding of the material, but also provides a rich platform to practice their oral communication skills.

Thirdly, there are 19% of respondents who said that by using this model students can speak English well. The courage to speak and express opinions effectively is an important aspect of successful speaking skills. The integrated learning model, with its emphasis on collaboration, discussion and presentation, creates a learning environment conducive to fostering students' confidence in expressing their thoughts. In an integrated learning setting, students are often encouraged to share their ideas and perspectives related to the topic being studied, without excessive pressure or fear of making mistakes.

3. The aspect of speaking obtained by using integrated learning model

The result of the respondents' response can be depicted as a diagram below.



Based on the results of interview concerning the aspect obtained by using integrated learning model, several key aspects emerge as influential. A significant portion of respondents, precisely 33%, identified comprehension as a crucial aspect. This aspect directly relates to the students' understanding of the subject matter being discussed. When students possess a solid grasp of the material, they are better equipped to articulate their thoughts and engage in meaningful conversations related to it.

Equally significant, with another 33% of respondents highlighting its importance, is fluency. In the context of the integrated learning model, fluency pertains to the students' ease and naturalness in using the English language, particularly when participating in spoken activities. The survey specifically mentions students practicing dialogues in front of the class, suggesting that the integrated approach provides opportunities for such interactive practice, thereby fostering smoother and more confident oral expression. The prominence of both comprehension and fluency underscores their fundamental role in shaping effective speaking skills within this pedagogical framework.

Beyond these two dominant aspects, the result of interview also sheds light on the role of confidence in expressing opinions and speaking in public. While not as frequently cited as comprehension and fluency, with 14% of respondents acknowledging its influence, confidence remains a notable aspect. Students who feel more self-assured are generally more willing to participate actively in speaking activities, share their perspectives, and take risks with the language. This psychological aspect is integral to developing communicative competence.

Similarly, vocabulary, or the students' command of a sufficient range of words to express themselves effectively, was identified by another 14% of respondents as an influential aspect. A richer vocabulary allows students to articulate their thoughts with greater precision and nuance. When integrated learning models incorporate vocabulary development alongside other skills, students are better positioned to communicate their ideas comprehensively and accurately.

Furthermore, the aspect of pronunciation, while acknowledged by a smaller proportion of respondents (5%), is still considered a component obtained through the integrated learning model. While clear pronunciation undoubtedly contributes to the overall effectiveness of communication, the relatively lower percentage might suggest that within

this specific integrated learning context, the focus tends to lean more towards understanding, conveying meaning, building confidence, and expanding vocabulary.

It can be concluded that there are several aspects that students gain with integrated learning model such as comprehension, fluency, confidence, vocabulary, and pronunciation.

Discussion

a. Integrated Learning Model on Tenth Grader

The research found that most of the tenth grader of *TKJ* at SMK Negeri 1 Alasa stated that the integrated learning model made it easier for them to understand the English subject matter. As many as 33.3% of respondents mentioned the ease of understanding the material as the main reason why this model is suitable to be applied, and another 10% considered that this model is interesting and fun to follow. This shows that integrated learning is not only effective in terms of learning outcomes, but also in terms of students' perceptions and learning experiences.

This finding is in line with the results of research by Ikhsan, et al (2021) who examined the implementation of integrated learning model at the secondary level. The research shows that a learning approach that combines several basic competencies in one unit of integrated learning makes it easier for students to understand the material because the information is presented contextually and interrelated. Students' understanding increases because they can see the connection between topics and apply them in real situations.

Furthermore, Suherdi & Nurkamto (2020) emphasized that the integration of language skills (listening, speaking, reading, writing) in English learning creates a cohesive learning environment, where concept understanding becomes more intact and not fragmented. This model is different from the traditional model which tends to isolate one skill only, so that students have difficulty in linking the material learned with its use in everyday life.

In terms of students' interest in this model, this finding is supported by the study of Yustina et al. (2022) who found that the project-based integrated learning model increased students' interest and active participation in the learning process. This is because learning activities are made more interactive and applicable, and provide space for students to be directly involved in shaping the meaning of the material they learn.

Based on the findings of researcher and supported by the opinions of experts, it can be concluded that the integrated learning model is suitable as a learning model in English. After conducting integrated for several meetings with students at SMK Negeri 1 Alasa, students and teachers argues that this model can have an impact on their speaking skills so that the problems experienced in learning can be resolved. In line Dewi (2024), an integrated approach to teaching writing and speaking in the classroom can help teachers to achieve learning objectives and improve students' writing and speaking skills.

b. The Factor that Influence Students' Speaking Skill by Using Integrated Learning Model

In teaching students about speaking the teacher apply integrated learning model. During learning using integrated learning model, students can understand and follow the subject, students feel interest with this model because integrated learning model can

increase students' motivation and interest in learning. In line with previous research, it has been proven that the application of integrated learning model increases students' motivation, confidence and proactive attitude towards language learning when compared to their peers who do not use the integrated learning model (Sayur et al., 2022).

Integrated learning model is interesting for students because make students active in English learning process. Previous findings also showed that using the integrated learning model transforms students from passive to active participants, which significantly improves their language use rather than relying solely on memorizing information and grammatical structures (Dewi;2024). In addition, the integrated learning model is interesting for students because students can speak English well. These findings are in line with previous research by Setyaningrum & Khoiriyah (2022) explained that integrated learning model provides opportunities for students to improve their English language skills especially in communicate.

c. The aspect of speaking obtained by using integrated learning model

Integrated learning model is not only suitable to be used as a learning model in senior high school, but it also helps the students in English skills especially in speaking skill. With this model, students can acquire speaking aspects such as comprehension, vocabulary, fluency, pronunciation. Not only that, integrated learning model also builds students' confidence to speak English in learning English. Papadopoulos & Agathokleous (2020) suggested that integrated learning model can enhance students' linguistic abilities concerning vocabulary acquisition, offer support and opportunities for developing content knowledge, and boost students' confidence in articulating their thoughts in the desired language, thereby making their communication skills more apparent. In addition, students showed a more confident attitude, as indicated in the findings of Mafaza et al in Amurdawati et al., (2020) which indicated that observed character traits included honesty, discipline, responsibility, politeness, empathy, and self-confidence among those actively engaged in speaking activities.

Students feel confident when speaking in front of the class when doing dialog. Because in this model students are given the opportunity to practice before performing in front of the class. The results of the researcher's study are in line with previous research by Murti et al (2022) who said that by implementing integrated learning models, students also get non-linguistic improvements, such as self-confidence and motivation. Likewise according to Dzulkurnain et al., (2024) and Iskandar (2024) argues that Integrated learning model helps students build confidence and understanding in their studies because of its focus on hands-on experience, allowing them to develop broad thinking as educational ideas are interlinked. So it can be concluded that with use this model, students can feel confident when performing in front of the class.

With the acquisition of these aspects, the integrated learning model makes students able to speak English good and correctly. So it can be said that with this model there is relevance in learning, as the results of the test show that 35% of students who obtain excellent criteria and 75% of students who obtain good criteria based on the assessment of students' speaking skills in front of the class using the speculation assessment rubric. This finding is in line with the research of Akhmadjanovna et al. (2019), who found that EFL learners can improve their proficiency in all language skills when engaged in integrated learning model, as they have the opportunity to practice authentic language and engage in real interactions during real experiences. Similarly,

Ouided and Belouahem (2022) indicated that a structured combination of macro and micro skills significantly improved learners' speaking skill.

Integrated learning model can also enrich students' vocabulary so that when the teacher tells students to make a dialog about the topic studied, they can do it, tenth grade *TKJ* students also argue that with the use of this model students feel that their vocabulary can increase because the teacher helps them to make a dialog about the topic studied. Supported by Qurays et al., (2023) in applying an integrated learning model students get new vocabulary. Because in this model students are given the opportunity to work together and make students more active so that they can enrich vocabulary in English.

Not only enriching students in vocabulary, but with this model students can also learn to pronounce words or sentences in English properly and correctly. Because every mistake students make in pronouncing the word, the teacher will clarify or tell the correct pronunciation. In addition, this integrated learning model also allows students to develop language sub-skills such as vocabulary, grammar, and pronunciation proficiency (Rahmawati et al., 2023).

In addition, the integrated learning model shows that teaching writing and speaking is a good indicator of improving performance skills for students because it transforms them from passive students to active students and maximizes the use of language compared to memorizing facts and grammar rules. The students are also encouraged to convey the message of their writing through speaking. Neupane (2024) contends that the integrated learning model improves students' proficiency in English while also developing their communication abilities, enriching learning experiences, and promoting cognitive growth.

However, in implementing this model, teachers face several challenges, namely the lack of resources, teaching materials, technology and facilities and infrastructure in schools. These findings agree with Harrop in Dzulkurnain et al., (2024) who said that the lack of appropriate teaching materials, technology, and language assistance can create barriers for teachers and students involved in the use of integrated learning models. Limited resources can hinder the successful implementation of the integrated learning model and limit opportunities for significant language and subject matter acquisition. However, Kalsum et al., (2023) there are some challenges of integrated learning model which are students less motivation in learning, teachers still lacking to apply this model, limited hour of English lesson and must provide facilitative learning atmosphere.

CONCLUSION

Based on the results of field research, the researcher concluded that the integrated learning model can overcome the problems experienced by tenth grader of *TKJ* at smk negeri 1 alasa in learning English. With integrated learning model students can understand the learning material well so that integrated learning model is suitable to be used in tenth graders. In addition, the integrated learning model affects students' learning factors in English, students are more motivated in learning English, students are more active in the learning process and students can speak English properly and correctly. As for the speaking aspects obtained by students in using the integrated learning model, namely comprehension, fluency, vocabulary, pronunciations and more confident students in speaking English. After applying integrated learning model for several meetings, there was an increase in students scores where students obtained score with excellent and good criteria. However, in implementing

this model, teachers face several challenges, namely the lack of resources, teaching materials, technology, and facilities and infrastructure at school.

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